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ABSTRACT

A survey of rural areas in California, Oregon, Washington State, Idaho, and south Texas, this study investigated the lack and need of library and other information services for migrants and seasonal farmworkers. Research concentrated on community and library based information services. The overall recommendation of the document was that Survival Information Centers (SICs) be established in all major rural communities with larger farmworker populations. To effectively meet community needs, these centers must be independent of growers, and must be guided by the farmworkers themselves. The document also presented the migrants' perspective of existing libraries and their need for usually unavailable immediate and frequently bilingual information. An investigation of libraries' perspectives of services they offer revealed that services directed specifically toward migrants is almost nonexistent. Generally, information needs are filled by the crew boss, work contractor, or union. General library priorities for establishing SICs are given, along with a model. Evaluaton criteria for SICs listed the primary goal as that of developing an awareness and a concurrently increasing demand for information within the community. (KM)

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MIGRANT AND SEASONAL FARMWORKER POWERLESSNESS: THE NEED FOR A SURVIVAL INFORMATION CENTER.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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October 31, 1973

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PREFACE

Under a Council on Library Resources Grant, for the past year and a half I have been investigating the lack of and the need for library and information services to seasonal and migrant farmworkers. For three months, May through July, I traveled extensively through rural California, Oregon, Washington, and western Idaho.

In order to make this study feasible I had to limit myself both geographically and in the types of services to be considered. Geographically, I limited myself to the above named states and to the farmworker migrant's home base of south Texas: the Lower Rio Grande Valley (Brownsville to McAllen,) Laredo, and the Winter Gardens area (Crystal City to Eagle Pass.) School related services to the seasonal farmworker and farmworker migrant were not studied. I concentrated on community and library based information services. In interviews I had to use the term information services, in so far as seasonal and migrant farmworkers were not generally acquainted with public libraries.

Emphasis was placed on the top priority needs of the farmworker as he saw them. Eliminated from consideration, therefore, were services currently offered by a few public libraries: story hours and book circulation. These services were appreciated and heavily used, especially by children, and should not be abandoned.

In reading this report keep in mind the living and working conditions of the seasonal and migrant farmworker. Eight to ten hours per day, five and a half to six days, at the peak of the season, often seven days per week, the entire family stoops and bends under the hot sun harvesting the nation's crops. They then go home to shacks or concrete bunkers, two rooms for a family of six. The single man generally has a bunk in a warehouse type building. They are totally isolated from the community; often living on private property or in isolated public housing. The community welcomes them only at harvest time and then strictly for the work they perform.

An article in the California Library Association Bulletin, June, 1940, reminds us that the problem and solutions discussed in this paper are not new. The manager of the Tulare Migratory Labor Camp, Visalia, California informed the CLA's forty-fifth annual meeting and Public Relations Institute, Long Beach, April 18, 1940, that,

> ... I believe that there is no one single agency that has more to offer in this whole problem of dealing with the migratory laborers in California than does the library ...[1]

and again,

> Since the library is fundamentally an educational agency, it would seem advisable in analyzing any social problems to be attacked by that agency, to stop at this point and think a little about these people with whom we propose to deal.[2]

And what should the role of the public library be? The manager, Robert Hardie, said in 1940:

> Now the children have the opportunity to appreciate these national problems through the facilities offered by the public schools, but facilities are not usually available to the adults. Consequently it behooves all agencies capable of and equipped to disseminate this wholesomely as possible. Among channels for such education in the average town, I know of none more vital than the library.[3]

And finally,

> Reading should, of course, be encouraged, but probably no more than should study groups, and open forums.[4]

Chapter I. INTRODUCTION

The farmworker migrant is, in rural areas, a major unserved group. Unbiased, accurate information on law, welfare regulations, housing, employment, and social security lack effective coordinated delivery to them. The United Farmworkers of America, AFL-CIC stands virtually alone in attempting to deliver coordinated, accurate information to this group. Under a grant from the Council of Library Resources, this report will analyze the problem and present some solutions to the library profession.

In summary, recommended with a strong sense of urgency, is the establishment of Survival Information Centers (SIC) in all major rural communities where live large numbers of seasonal and migrant farmworkers. To effectively meet community needs these centers must be independent of growers and labor contractors, and must be guided by the farmworkers themselves. They should be staffed by outreach staffs, trained in cross-agency services and information.

A brief statistical overview of the seasonal farmworker and farmworker migrant reenforces the urgency of SIC. According to the Comptroller General of the U.S., in a report to Congress in February, 1973:

A. Two hundred thousand farmworker migrants currently work in the three migrant streams: the West Coast, the Mideast, and the East Coast. [This is a highly questionable figure. The actual number is unknown due to the nature of seasonal farmwork.]

B. The average income nationally for a migrant farmworker family was $2,021 in 1970. (Poverty level for a family of six in 1970 was $4,800.) This income figure includes the earnings of children who illegally work in the fields and whose income is credited to their father's social security number.[5]

C. According to a 1970 U.S. Office of Economic Opportunity report, sixty-three percent of all migrants were sixteen years old or younger. Another report indicated that ninety percent of migrant children never finish high school; that the average farmworker migrant has acquired a fourth or fifth year education.[6]

Chapter II. HOW DO PRESENT AND FORMER FARMWORKER MIGRANTS LOOK AT PUBLIC LIBRARIES AND LIBRARIANS?

Library service is foreign to the farmworker, especially to the Mexican and Mexican American. An example of former farmworkers' attitudes toward libraries, is the interview with the Talent Search Director of a project working with farmworkers in the coastal valleys of California. A former farmworker, who dropped out of school at the end of the eighth grade and now under a federal grant encouraging students to remain in high school, she had some definite ideas of libraries, their current and prospective roles. She stated unequivocally that the staffs and programs of rural libraries she had been in contact with, have no relevance to the Chicano community. There exists a serious communications break down. For instance, the story hour, with its focus on the experiences and interests of the Anglo child, leaves the Mexican American child, at best, with a feeling of cultural ambivalence. She stressed that the real need of the Chicano farmworker is immediate assistance and information. The public library could develop a role supplementing existing social agencies which visit the town infrequently. It could also interpret the needs of the farmworker to the welfare department which has the reputation of giving no service. unless the person knows and insists on his rights.

Librarians are viewed as useless in their library buildings. They must be active in their communities, attracting people by their motivation and concern for them as people, people with

real problems which override their interest in or need for books. This concern overrides any question of race. Librarians must be concerned about the problems faced by all facets of their communities and must concern themselves with creative ways to cooperate with others in meeting them. That the branch library is closed and the branch librarian unavailable when people come out of the fields is not a creative use of the branch library nor of staff time. Just being open late, waiting for patronage, is not an answer either, however; only by community involvement can information needs be met.

Another interview along the California coast focused on the ambivalent attitude even persons involved in the education of farmworker migrants have toward the public library and its role in continuing education and information. An English as a second language instructor stressed the apathy of his students toward reading and toward the library. In discussing means to break this apathy he explored possible alternatives to the distribution of books and materials, such as assistance in filling out forms, translating letters, showing films and using video-tapes. He defined these services as not "library services," but rather as the establishment of a "service center" of which the library (by which he clearly meant books and other printed materials) would be a small part. He also stressed that libraries are not open hours when they could be used by farmworkers after work nor do librarians consider their physical and staff image as seen by the farmworker.

The director of a major farmworker service project in Washington pointed clearly to another role that public libraries must play if they are to be relevant. He asserted that libraries he was acquainted with had no information on local issues, such as voting records of politicans, information on farm labor contracts, basic medical information and how to establish cooperatives and food buying clubs, both in English and Spanish.[7] Though this type of information may be available in some libraries upon request, active community distribution is virtually non-existent. The prevailing attitude in the profession seems to be; if someone needs to know he will come in.

A Parent and Child Center director in Washington, in discussing potential library roles, commented that there should exist in every community an agency where one could get continuous year-round adult education on an informal, as well as a formal basis. The library has traditionally considered itself an agency for continuing adult education. However, it has failed to meet this obligation to the farmworker migrant. He recommends that the staff of the agency responsible for this service have community orientation training, enabling them to communicate with "minority" persons in the community and make them feel at ease. This person must speak the language of the persons he is to serve.[8]

Persons interviewed referred to needs as they saw them, as leaders of organizations, or opinion leaders in the community. The thread that weaves through all their comments is that library

service as currently conceived and executed does not meet the needs of the farmworker migrant. Furthermore, in designing programs and services, the librarian fails to survey minority community leadership. Farmworker migrants were interviewed in camps and homes through the cooperation of a few librarians, nurses, and labor organizers.

The majority of farmworkers met had extremely limited contact with libraries and librarians. All but a handful had no contact with any, except where there were projects which served the camp or community. The interviews were informal. The interviewer asked what use, if any, the family made of library mobile units, or available tutoring programs, or if no contact existed, about problems, hopes, and interests of the family.

One farmworker migrant near Pasco, Washington indicated that he used the bookmobile to learn English and for books on mechanics. He indicated that his boss did not speak nor understand much Spanish and he felt a need to communicate better with him. He also said that he would like to get out of agriculture. A number of migrants use visiting bookmobiles for novelas and fotonovelas (inexpensive paperback comic-like booklets available in bulk.) A strong demand exists for histories of Mexico also. Films, when shown, especially cartoons and Mexican films, are very popular with both children and adults.

Several farmworker migrants indicated they had some reading material, normally Spanish language magazines and novelas, which they purchased at stores, both at home in south Texas and in the migrant stream. Many migrants stated that they were too tired after work to bother going to a library unit, even a bookmobile which made regular visits, but wished such a service was available at home base during the winter.

Children everywhere are overwhelming users of migrant bookmobile service. They take out books in English and Spanish with an emphasis on picture books and simple reading materials. The teenager, especially, checks out Mexican and other popular records.

Even bookmobile service is severely limited to the migrant. Most libraries do not serve migrant camps or areas of migrant concentration. The director of at least one major library system was not aware of the extent of migrant and settled-out migrant population in her county. She was serving only one camp out of at least a hundred, with an an Anglo staff that spoke little Spanish. Many librarians stated that they do not offer bookmobile service to the migrant camps because of high book loss. One library offered this service the first year of a LSCA Title I grant, but then discontinued it because of the high loss rate.

Something is better than nothing. The bookmobile can serve as a lifeline between a camp or migrant concentration and the community, making people feel less isolated, more wanted

by the community at large. It is unfortunately as the director of a High School Equivalency Program (HEP) for migrants so succinctly put it, "a book check out machine," and low in the priorities of the farmworker migrant, who lives so far down in poverty that simple survival comes first...

> Where do I get food, shelter, medical care, legal assistance, work, and learn sufficient English not to get taken by my boss or contractor?

summarizes the attitude of the farmworker when asked his priorities. The "book check out machines" and library branches generally are not concerned with these basics.

Chapter III. HOW DO LIBRARIANS SEE THE SERVICES THEY OFFER OR FAIL TO OFFER TO THE FARMWORKER MIGRANT?

In spot surveying librarians and library staffs, including branch librarians, in rural migrant areas of California, Oregon, and Washington, I generally met with the farmworker first, as well as with the organizations which serve him, including Mexican American groups. I then would talk to the librarian serving that community. What librarians saw as their role, if any, and how the farmworkers saw their needs differed dramatically in most cases.

Though farmworkers generally see no role for the public library, their children do use libraries when available. A prevalent attitude among librarians is if the child reads, not only will he continue reading as he gets older but will encourage his parents to come in and read also. Service to farmworker's children is very limited, however, and that specifically directed toward them is virtually non-existent.

The migrant holds to traditional ways with the father as the unquestioned head of the family. Generally, the parents read little English, if any. If they do not comprehend what the child is reading in English, resentment or frustration builds up toward the library or school. Bi-lingual and bi-cultural books should be available to encourage the parents to read to and with his child. Parents must also comprehend the financial obligation they are assuming by allowing their child to have books; that they are on loan and not gifts, or

for sale.. Librarians must develop programs to serve the entire migrant family. These are lacking on the "book check out machines" or bookmobiles, as well as in most rural libraries.

Some branch librarians are proud of their service to the farmworker child; none claim to serve many adults. Spanish language story hours, unfortunately, are seldom offered in rural libraries. Furthermore, most lack Spanish speaking staff members. Those that do generally assign them to checking out books.

Unfortunately, the books are seldom in Spanish and virtually never in colloquial Spanish. Dr. Ernesto Galarza, educator and author, stated in a speech at a meeting of Reforma: "We must find people who will write for these various ethnic constituencies, various cultures, and will write in their own traditions, in their own idiom, in their own mood..."[9] He has organized "Studio Laboratory for Materials for the Spanish Speaking" in San Jose, composed of teachers, art students, parents from the community, as well as school administrators and librarians. This "Laboratory" publishes "Mini-Libros" for little children, first through the fourth grade. The purpose of the series is to encourage parents to read to the child in his own language, Spanish. When the child is ready to read he will read on his own. Although Dr. Galarza concentrated on the public school and its lack of sensitivity to the Mexican American child, the same criticism can be levelled at the public librarian.

Many librarians interviewed, in their anxiety not to get involved in controversial community issues, such as the farmworkers' strike for decent working conditions, free of coercion, offer a very bland package of services, both in their vehicles and in their libraries. One stated that her goal was the integration of the Mexican American into the great American melting pot, i.e. paint the staff brown, place Spanish words in their mouths, place them in a bookmobile with some Spanish language books and send them off with their "book check out machine." This staff naturally does what a stereotyped bookmobile staff does: it checks out books. Impact? Questionable.

Many libraries do not display information on local controversial issues including farmworker unionization. In one community the library director reacted to local pressure and ordered the removal of the Aztec Eagle from a vehicle designed to serve the Mexican American community. Even in small towns with high percentages of Mexican American farmworkers, the displays, signs, and atmosphere of the branches are strictly Anglo middle-class. Even if one admits that small town politics are bitter and lines are tightly drawn on the union issue, the lack of Spanish language books on a variety of levels of sophistication must be challenged.

Rural library budgets are small, but at least one rural library in Oregon, where three cultures have settled, has

purchased both Russian and Spanish language books out of its meager budget, and with the assistance of an ISCA Title I grant, it has placed a collection of Spanish language and Chicano culture books in a local Chicano cultural center.[10] The attitude of the library administrator sets the tone of the library. This particular administrator set as her goal service to her large migrant population. Other libraries set barriers which effectively bar use instead.

Are any librarians making an impact? Most librarians who are known by name by the rural migrant and former migrant are recognized as concerned and knowledgeable individuals in communities which are generally indifferent or hostile toward their temporary visitors. After all, the workers are needed only to harvest the crop. They place additional burdens on the welfare system. They do not speak English and thereby burden the local schools with unwanted children at odd periods of the school year.

As an example of impact, one branch librarian was approached by a resident of a nearby labor camp for assistance in making contacts in the Anglo community. He knew no one on the Anglo side of town, nor did most of the camp residents, about two hundred families, permanent and migrant. However, many persons knew that the community librarian was friendly and concerned. She had shown her concern by encouraging meetings of Anglos, including the editor of the local newspaper and a few concerned growers, with a handful of Mexican

Americans in the basement of the old Carnegie library, as well as in the camp. She also had started informal conversation classes in Spanish and English both at the library and in the camp. Another librarian has established a scholarship fund for local farmworkers at the community college. She has also developed an innovative tutorial program in her service area. Friendly concern will not make the library the center for migrant activity, but it is a major first step. As nothing in human relations is simple neither is migrant contact.

The library and the librarian must serve the entire community, not just the traditional middle-class Anglo user with his demand for best sellers, and the child with school assignments. Of course, community opinion may not always support large scale service to seasonal and migrant farmworkers. However, no major public policy is involved in allocating a small part of the library's resources to serve these unserved. Adjusting hours, hiring, at least part-time, a Mexican American to assist in making community contacts will in small measure encourage use of the public library's resources. Finally, plan for a Survival Information Center, a concept which will be developed in this report.

The farmworker migrants are not a homogeneous population. Farmworkers include turbaned sikhs from India, Arabs from Yemen, "long hairs" (hippies) from all over, Anglos from the South and Appalachia, Blacks, and Filipinos; though on the West Coast the Mexican American and Mexican are predominant.

However, the Survival Information Center, which is proposed, would serve the basic need of all for information and assistance, in short for survival in a highly complex society.

Chapter IV. EXISTING INFORMATION SOURCES AND SERVICES FOR FARMWORKER MIGRANTS.

How does the farmworker migrant determine the employment situation in the area or another area? What type of housing is available for him and his family? What is the current pay? Where can he obtain medical aid? Are there any child care facilities? These are the basics which middle-class Americans answer by reading the newspaper, writing the Chamber of Commerce, reading guide books, or asking the reference librarian of the local public library. But for the farmworker whose very livelihood depends upon not making a wrong choice, where does he turn for this type of information even after he settles in an area permanently?

Many migrant farmworkers need not concern themselves with such decisions. They are part of worker groups recruited in south Texas or elsewhere by a labor contractor and delivered to a farmer or agri-business for a negotiated fee. This fee is the local wage for the worker plus a fee for the contractor. The wage of the worker is decreased by a percentage taken off his wages by the contractor for "services rendered." The result is that the contractor gains and the worker, by the end of the season, has little or nothing to show for his hard work. The contractor makes all work and living arrangements for the worker and generally supplies transportation from home base. He is the resented middle man, the broker in flesh. Large corporate farms tend to hire through the contractor or hiring hall

(United Farmworkers of America, AFL-CIO contracts only.) Small farmers often hire locally. The worker who does not speak fluent English and who does not know his rights and privileges under the law is at the mercy of the contractor. His elimination from the agricultural scene is one of the goals of the United Farmworkers of America, AFL-CIO.

Another major source of information is the grower. Some growers send notification to their steady workers in Texas informing them that the harvest is ready, that pruning season is here. Many families from south Texas respond to that notice and begin the trek north. They know the type of work and pay to expect, the type of housing and medical care available. Both are often provided through the grower.

Others, primarily experienced families, check with the Rural Manpower office of the State Employment Service. This state service acts as an arm of the employer, passing on employment and wage information. Though claiming neutrality, it is charged by various migrant organizations with referring workers when no work is available, thereby aiding in the lowering of the wage scale and of not checking the condtion of available housing.

The various state employment services issue bulletins on crop conditions, on manpower needs for other parts of the state and adjacent states. They also transmit work orders to Texas and other supplier states for manpower, in order to assure

the large corporate farms sufficient manpower to harvest the crops.[11]

The Rural Manpower Service in California also trains farmworkers under the Federal Manpower Training and Development Act (MDTA) for non-migrant farmwork and other jobs during the winter, thereby encouraging the "settling out" process.

Word of mouth within the migrant camp is a major transmitter of information. Many Mexican and Mexican American families travel in groups; for instance, in one camp in Washington, all the families were from La Grulla, Texas, a small town in the Lower Rio Grande Valley. Virtually all residents of La Grulla migrate North together following the crops. To give some idea of the extent of the migration, according to Romeo Villareal, Associated City-county Economic Development Corporation of Hidalgo County, Texas, of a population of 180,000 in Hidalgo County, an estimated forty to fifty thousand migrate annually. Out of the four county Lower Rio Grande Valley area alone, 118,000 migrate each year, and that is only one of three large migrant areas in south Texas. At the same time, as this out-migration occurs, forty to fifty thousand Green Carders (Mexicans considered permanent residents by the U.S. Immigration and Naturalization, but whose homes are in Mexico) cross the border to replace local workers, thereby keeping wages low.

The bulk of the migrants go to the Midwest: Michigan, Wisconsin, Illinois. By October, eighty percent have returned,

Ninety percent by November, and one hundred percent by December. December through February all remain in the Valley. This is the vast number of people tapped by the contractor and grower. A similar pattern occurs in Florida.[12]

What alternative forms of information exist to that of the grower and his agents? No one should be dependent for the majority of the year upon his employer to guide his personal life and decision making process. Other workers do not depend upon their employers to guide their lives. In industry, the hired slave has virtually been eliminated.

As the GAO report, previously cited, succinctly points out:

> An overall plan and a common direction of effort are needed to guide these (Federal) programs and strengthen their impact on improving the living conditions of migrant and other seasonal farmworkers.[13]

Under Title III B and other sections of the Economic Opportunity Act of 1964, under the Migrant Health Act, under Title I - Migrant, Elementary and Secondary Education Act, under the rural housing section of the Housing Act of 1949, and a variety of other Federal laws, agencies have been established to serve the migrant farmworkers and their families. The agencies and federally established units funded under these acts include among their responsibilities information dissemination. A cursory look at the variety of agencies indicates a variety of offerings reaching small numbers of farmworkers, with the majority only vaguely aware, if at all,

of the services offered. Coordination of educational records of school age children is offered through the Uniform Migrant Student Record Transfer System, which, using a computer located in Little Rock, Arkansas, works through the public schools. Health records are coordinated through the Migrant Health Referral Project, Austin, Texas. The National Migrant Information Clearinghouse, Juarez-Lincoln Center, Austin, Texas, compiles directories of migrant programs state by state for use by agencies working with migrant farmworkers. In its year of existence, it has issued directories of migrant programs in Texas, in California, and more are in the planning stage. In cooperation with the Migrant Referral Project, it also has issued a directory of migrant health services in selected states.

The migrant farmworker generally is not aware of services offered by agencies and groups established to serve him. Since the extent of services available varies drastically from community to community, state to state, he cannot expect them to be available or to be relatively uniform. As an example, in California he has the right to legal services under the California Rural Legal Assistance and locally organized U.S. Office of Economic Opportunity financed legal programs. Such programs, however, are lacking in many parts of rural Oregon. Under Title III B - Economic Opportunity Act of 1964, migrant councils have been funded in various states to coordinate migrant programs, such as the Texas, Colorado, Utah, Idaho, and Illinois Migrant Councils.

According to David Ojeda, of the Texas Migrant Council, that council's areas of responsibility include the establishment of migrant Head Start programs in Texas and in the "receiver" states - i.e. in the migrant stream. Fourteen migrants Head Start centers have been established which follow the families. They have been established in areas of greatest need, where local agencies have not funded local migrant Head Start programs. The plan is to offer a continuum of services to the child and his family. These centers are located primarily in the Midwest, but one has been established in Nyssa, Oregon.[14]

The U.S. Office of Child Development, Department of Health, Education, and Welfare has allocated funds for fourteen advocates to be assigned to these centers, each to be specialized in some area of concern, such as mental health. These advocates are to assist in problem areas, seek community resources, communicate with local residents and leaders. They are also to act as information resources for the migrant. Through this information resource it is hoped that the migrant will become more self-sufficient and will perhaps "settle out" of the migrant stream. This information role is one the local librarian should be able to fill in her community. At the very least, the librarian should coordinate with or assist these advocates to become aware of community resources. Unfortunately, the librarian's image is such that Mr. Ojeda, as most present

and former farmworker migrants interviewed, had never thought of the librarian as a community resource or advocate, but solely as the person who keeps books in order and checks them out.

Many local communities are developing migrant Head Start programs under the auspices of the U.S. Office of Child Development and librarians are coordinating with these programs, offering group visits and story hours. Community resource information to the families should also be offered, however. None of the migrant Head Start and related programs surveyed have developed that intensive a relationship with their local librarians.

A major source of information in the camps, both public and private, is the public health nurse, funded under federal migrant health legislation. Her primary job is preventive medicine and first aid, but because of her proximity and numerous visits to the individual she is asked and supplies a wide range of information.

One of the most sucessful public health projects surveyed was the United Farmworker Family Health Center, Toppenish, Washington (no relationship to the United Farmworker Union, AFL-CIO.) This project has a van which regularly visits the numerous private camps in the Yakima Valley, as well as a fully staffed center in Toppenish. Eddie Esperza, Training Director, stressed that the health center and mobile unit not only screen for medical problems, but also stress health and dental education.

He stressed that people cannot be forced to seek medical assistance, but can only be given information upon which to act. The Center openly seeks and receives aid from other public agencies, such as welfare and employment, and Mr. Esperza thought that libraries could easily cooperate and thereby reinforce the Center's message. He stressed, though, that any involvement must be carefully planned in advance.[15]

One reason for the success of the public health nurse as a reliable transmitter of information is her general image of non-involvement in grower-worker conflicts and her dedication to her primary job.[16]

Other migrant programs with information components include adult education programs, such as one offered by the Northern California Education Project which serves the Central Valley of California. This project, which is in the process of decentralizing, stresses various aspects of farmworker education, child development and community leadership development. Presently, it is building its own internal farmworker leadership structure. Though as an educational agency it would be a logical agency for libraries to coordinate with, no Valley library has a working relationship with it. It should be stressed, however, that by its own admission, it reaches only between three to ten percent of all farmworkers. Other major projects include the Valley Migrant League in the Willamette Valley of Oregon and Trabajadores Adelante in the Santa Clara Valley of California.

All have educational and informational programs. Public library involvement is virtually non-existent in these programs, though they sometimes do supply books for a specific project, such as preparing for high school equivalency tests.

A project which has great potential for library involvement is the Multi-service Center, established by the Oregon Department of Human Resources in Nyssa. The DHR is an umbrella agency which coordinates child welfare, public assistance, vocational rehabilitation, mental health, and employment. The Center is funded to give integrated services, to assist in the "settling-out" process, and also to give "band-aid" assistance to migrants. Persons are aided both in the center which houses all the above services and by outreach workers. The Center has a Spanish speaking person on duty at all time to act as a translator to solve problems. With all social services under one roof, it is simple to clarify the problem. However, regulations make service delivery difficult, according to staff interviews.

The center has the power to generate cross-agency services as the need arises and as demand develops in the community. These services currently include several that public libraries could offer independently or in cooperation with a center, preferably the latter, including tutoring in driver education in Spanish, small group family life education, discussing

budgeting, child raising, family relations. Another popular program is "self-help housing" under which families build houses with limited or no down-payment other than the people's own "sweat equity."[17]

The personal approach of the center and its outreach staff in the community should be emulated by public libraries. By working closely with centers of this nature, the library could reach many new potential users and could tap a broad range of community resources to meet its information responsibilities.

The information needs of the farmworker migrant and the diverse services potentially available are complex. The public library, independent of other public agencies and community groups, can meet neither their information nor their cultural orientation needs.

Chapter V. THE SURVIVAL INFORMATION CENTER: THE NEED.

In constructing a model for a Survival Information Center (SIC) for farmworkers and farmworker migrants, one must keep in mind their isolation from the Anglo or dominant community and their need for basic information on shelter, food, medical care, jobs, legal assistance, and job related English. Furthermore, one must accept their need for self-determination and development of cultural identity.

Many rural communities have libraries. Often it is the only public agency in the community which, reoriented, could function as a physical base for a Survival Information Center. Whether selecting the local public library or some other base, in every rural community such a center should be established. In the smallest community this might be only a part time community aide, trusted by the migrant farmworker, preferably a former migrant who is aware of the range of services available.

The library should enlist the support of leaders of the seasonal farmworker community and establish an advisory committee supporting the SIC. It should also request other social service agencies to designate staff members as liaison to the center as plans are laid for its establishment.

The local public library should house the Survival Information Center. Why the public library? The library has within it information on all subjects or has the ability through

network affiliations to retrieve requested information. By having trained persons on its staff who could actively use this information and make it available to the person who needs it in terms that he understands, the information service shifts from passive to active community use. As the need for a variety of information and referral flow into the library from the community, the library would, by necessity, seek out additional information and make recommendations for additional resources to be developed by the SIC and other community agencies.

The SIC staff would rely on the library's resources plus the specialized resources of the cooperating groups and agencies. The migrant farmworker would become aware that the public library in each community is the focal point for answering questions he might have, plus the initiator of the referral process. He would not need to guess who might help him. He would learn that an agency dedicated to information dissemination would assist him through its SIC staff, as well as within its walls.

This concept, while relatively simple to state, would be difficult to implement. It will require a reorientation of the library and the librarian, from one who shelves books and keeps the records in order, to the image of one who is actively concerned about people and who will assist them irrespective of the need, often through non-book, non-audio visual resources, from knowledge gained through experience. It would require the library to be the active disseminator of information rather than the passive collector of materials.

If the library is to be the focal point of this service it would further require the training of outreach workers in community information, consumer education and tutoring, to name a few areas of concern, rather than the traditional tasks of distribution of books and materials, and encouragement of the use of the local library's traditional services. The library director must develop a new vision of the role of the public library in the community.

The extension of traditional library services and the information and referral role probably cannot effectively be combined in the same person. To assign the same person to run a bookmobile and to meet information/referral needs does not work effectively. The day to day pressure of demand for books by children effectively blocks the bookmobile staff's ability to serve as an information referral resource in the community. This role is a separate and quasi-independent one.

The SIC worker would not be limited to the library in terms of referral or sources of community information, but the library could expedite the gathering and dissemination of the information and referral.

What training and background should the SIC field staff have? Of prime importance in the hiring of this staff is that they have the same or similar background to those they are to serve, seasonal farmworker or migrant farmworker experience. Secondly, they should be outgoing and be looked upon by the community as sensitive to needs and knowledgeable. They should

be fluent in Spanish if assigned in areas of Spanish speaking migrants. Formal education is important, but could be overridden by the above. A Junior College degree, as it gives the individual added perspective of his community, should be a formal requirement which could be waived as other factors mentioned are considered.

They would, by necessity, spend thier time in the community and not in the library building, becoming acquainted both with the seasonal and migrant farmworker and with community resources available to them. They would also spend some time assisting other agencies and groups in order to acquaint themselves with their concepts and services. Specialized outreach workers of these various agencies would work closely with the SIC workers, meeting needs uncovered in the search for information and assistance. In order to be effective, the SIC workers would often meet with small groups that have common concerns. All SIC workers would be trained to work with such small groups. The community aide, as explained in chapter VI, would organize community groups for SIC and other social service agency field workers.

The SIC should also work with specialized outreach workers offering tutorial assistance in the learning of basic job related English. These persons, being specialists, would require more education, including special training in the techniques of tutoring. Groups would gather in homes and be taught not only basic job related English, but also given assistance in filling

out forms, such as social security, income tax, and life insurance, as well as instruction in driver's training leading to the learner's permit required by most states, as well as other skills needed for day to day living. Consumer information and job skills could also be taught in this manner. Some of these needs could be taught by the regular SIC workers also. Indications are that this approach to adult migrant farmworker education would be preferrable to the formal classroom, whether it be in a junior college or local school. The inertia of the individual, as well as his fear of the institution, limits use of formal educational facilities and offerings. Coordination with existing educational institutions should be explored to implement these services.

The Mid-Columbia Library System, Kennewick, Washington, Mrs. Neva Bequette, Director, has implemented a tutorial program of the type described under the federal "Right To Read" program with success. Richard and Martha Lundberg have, for the past year, driven a small camper full of tutorial and informational materials, many of which they designed themselves to meet local needs, to homes and camps, where they have gathered, on a weekly schedule, groups of four to ten persons. Rick takes the men; Martha takes the women. The classes are very informal and relaxed. They report continuing encouragement to assure attendance is required, however. Older people, especially, are afraid that they can no longer learn. Sometimes it becomes necessary to have separate classes for them.

Tutorial aides maintain interest during the week between visits checking on progress and encouraging individual effort. One of the side benefits of these adult tutorial sessions has been that the child is more likely to strive to improve himself as his parents are also striving.[18]

Both the Lundbergs and Mrs. Bequette report that a flaw in their innovative program has been the lack of follow up as the migrant moves on or returns to Texas. A program of this nature should be offered in every community by the SIC or in cooperation with local schools. Alternatively, as Mrs. Bequette proposes, a tutor should join the extended family or neighborhood group and travel with it from Texas through the migrant stream.

An on-going series of training programs are required for library administrators and their staffs. These sessions would be informal opportunities for the SIC staff and farmworker council to get acquainted with the librarians and library staffs and to begin the slow process of changing images, prejudices, and ideas. Led by a person trained in community relations, sessions would concentrate on assisting the librarian to understand the needs of the farmworker migrant and his problems. A major effort would be made in each community to break through the barriers that separate the Anglo and the minority person.

Ways would also be explored to make the library unit more attractive to the minority person. Though, as stated previously,

signs and posters are not sufficient, they do help the minority person feel that the library or branch is his, as well as the Anglos. Virtually every rural library visited lacked prominent signs and displays aimed at making the Mexican American feel at home in the library. No prominent signs in Spanish were noted.

The library system or network would need to be aware of the information needs of the SIC. Government documents, especially, would have to be monitored. The SIC ideally should be coordinated both within the state and across state lines to insure a continuing pattern of service. A new role would be established for the State library in insuring a free flow of information between SICs and the maintenance of a high level of service by each center. In so far as farmworker migrants are intra- and inter-state travellers, the State library should attempt to equalize access, not only to the SICs, but to regular library service. The least barrier to service discourages this group from use of this alien institution. A state library consultant should be assigned the task of developing SICs in cooperation with local libraries and systems.

Should the SIC be in a library building, mobile unit or completely separated? Since the success of the center depends upon the outreach worker, a desk in the community library or branch should be adequate; however, the workers should be free of all in-library tasks. Mobile units should be utilized in areas

of migrant concentration isolated from community libraries. The mobile SIC must have a regular schedule but would de-emphasize the circulation of books.

A more traditional library role which should be stressed by the library and be closely coordinated with the SIC and farmworker council is the presentation of cultural programs. Many libraries celebrate Cinco de Mayo and other Mexican holidays and Martin Luther King's birthday. Book displays, films, and speakers should be sent to the migrant areas. Farmworker migrants, through the library, in cooperation with Mexican-American organizations and other ethnic groups, should be encouraged to become involved in the celebrations, to listen to the speakers, to listen to records, to see films and live performances, to perform themselves, and to assist actively in planning. By co-sponsoring cultural events of importance to the seasonal and migrant farmworker community, the library director and staff will develop a reputation of concern and interest, which will strengthen the SIC. They must be aware and concerned and extend that image to the community.

Martha Cotera, librarian, Crystal City, Texas Library, exemplifies the orientation and attitude that, hopefully, will extend to other small town librarians and their libraries as the reorientation process proceeds. She has established four priorities for her library:

A. Recreation and life enjoyment.

B. Survival tool - or the information activist role which is discussed under the term SIC. The library has only two paid staff, but over twenty regular volunteers. Staff and volunteers are required to spend fifty percent of their library time working in other community services. The staff spends much time in active information distribution, such as knowing when food stamps will be available. Mrs. Cotera, at the time of the interview, was serving one half of her time at the mental health center as an aide, as that was where help was needed.

C. Total information center for community leadership and community developers.

D. The recorder and keeper, or depositor of the culture and history of the total community.

She stresses that the library is the only agency in the community with total access to city and county government, the priest, and other community people.

Her staff records not only its successes but also its failure to meet a need. She follows up. If a person has no phone, the staff or a volunteer will deliver information in person. Of course, goals have not been met after one year, but the dedication and effort is being put forth. The spirit is evident, and community response is positive.[19]

Chapter VI. SURVIVAL INFORMATION CENTER: A NEED FOR A COUNTY LIBRARY.

The SIC requires a Farmworker Advisory Council, and a staff consisting of a Librarian/Community Information Researcher, fieldworkers, and community aides. The experience and training, as well as the responsibilities of the staff, will be outlined in this chapter.

I. Farmworker Advisory Council.

A. Representatives of groups and interested individuals from target areas would guide SIC activities by meeting regularly with the project director and staff.

B. The Council would make both recommendations on community information needs and present feedback on the staff's effectiveness in serving the community.

C. Council members would receive formal training in survival information and its dissemination. Members would be encouraged to work closely with the staff in the community.

II. Staff of the SIC.

A. Librarian/Community Information Researcher.

1. Experience and training.

a. College graduate trained in both information research and community development. MLS with experience in community development possible.

b. Knowledge of government structure and operations.

c. Preferably bi-lingual in Spanish.

2. Responsibilities.

a. Supervise fieldworkers and community aides.

b. Do necessary research to meet determined needs for information, as well as community originated requests.

c. Coordinate with the advisory council, community social service agencies, as well as the reference and other departments of the library.

B. Fieldworkers - one for each target area.

1. Background.

a. Junior college graduate and/or have shown community leadership.

b. Farmworker migrant experience.

c. Bi-lingual in Spanish (if required for assigned target area.)

2. Training.

a. To be oriented to social services available in the area through on-going training sessions in cooperation with other social service agencies.

b. As necessary, work up to fifty percent in other social service agencies to become well acquainted with their services and staffs.

c. Be trained by the library reference staff in use of basic library reference tools.

d. Be orientated to governmental structure and operations.

3. Responsiblilites.

a. Be acquainted with the problems and information needs of the farmworker.

b. Assist in reorienting branch librarians to better serve the farmworker's information needs.

c. Refer problems to social service agencies and do follow up.

d. In cooperation with outreach workers of other social service agencies, disseminate parent and consumer education, assist in filling out forms, supply translation services, and basic survival English instruction.

e. Coordinate with community aides and supply needed resources to them and to the neighborhood meetings.

C. Community aides: Two or more half-time in each target area.

1. Background.

a. Target area resident.

b. Community leadership or proven concern with community problems.

c. Experience as seasonal or migrant farmworker.

d. Bi-lingual in Spanish (if required in target area.)

2. Training.

a. Be oriented to existing social services and governmental structure and operation thereof.

b. Be trained to organize neighborhood groups.

3. Responsibilities.

a. Be aware of community concerns and need for information.

b. Transmit need for information to the SIC and the answer to the group or individual.

c. Organize neighborhood groups around a common concern and bring in relevant persons to discuss and/or assist group in meeting needs for information and/or action.

d. Orient SIC staff to the community and the community to the SIC staff.

III. Coordination with other social servics agencies.

A. Socail service agencies would designate liaison persons in their agencies to work with the SIC on request.

B. Regular meetings of representatives of SIC, the Advisory Council and social service agencies to discuss areas of common concern and to seek means to establish needed but lacking community services.

C. Community aides would be paid jointly by the library and community social service agencies.on an agreed upon basis as they are community workers and not library representatives. They would function as community contacts for social services agencies, including the library.

Chapter VII. EVALUATION OF A SURVIVAL INFORMATION CENTER.

To insure continuation and growth of the center, objective criteria must be established to measure a SIC's input on its community. Input must be measured on the staff level, on the basis of farmworker council involvement, and on the effectiveness of the coordination between social service agencies and the library.

I. The development of awareness and a concurrently increasing demand for information within the community is a primary goal.

   A. Community aides should organize an increasing number of neighborhood groups around a variety of areas of concern.

   B. The fieldworkers should involve an increasing variety of resources, printed, audio-visual, and people to meet community demands for information and services.

   C. Libraries, branch and central, as well as other social service agencies, should receive increasing numbers of requests for information and assistance from the target community.

   D. Increasing communication should develop between the dominant Anglo society and the farmworker minority as community resources are increasingly used.

II. Duplication of social services should decrease as social service outreach workers in cooperation with the SIC staff deliver coordinated information and social services to the target communities. New information sources and services should develop as gaps are discovered.

III. Staff effectiveness must be measured in direct ratio to its being freed of traditional in-library responsibilities. It must be free to disseminate information, develop referral networks, and institute, in cooperation with other social service outreach workers, neighborhood group training sessions and informational presentations.

IV. Recommendations made by the farmworker council and/or by the staff must be implemented directly or in modified form. Lack of implementation will result in the loss of community support, the dissolving of the farmworker advisory council and the ultimate disintegration of the SIC.

Chapter VIII. IN BRIEF SUMMARY...

The SIC concept as implemented will change the library and especially the librarian's role in the rural community from passive information and book check out to active information and assistance. The library is an educational and social service agency and should coordinate with other such agencies and groups. The SIC will assist in this process.

Appendix I. PROPOSED BUDGET FOR A COUNTY WIDE SIC PROJECT.

This budget assumes three target areas of approximate even size and a total population of twenty thousand seasonal and migrant farmworkers.

1. Librarian/Community Information Researcher*....	$14,000
2. Three fieldworkers (one per target area).....	24,000
3. Six half-time community aides (two per target area)**.....	19,000
4. Materials and supplies including the cost of printing flyers and pamphlets.....	10,000
5. One delivery type vehicle equipped with storage shelves, at $90 per month on a lease...	1,100
6. Vehicle maintance including gas and oil at seven cents per mile - assume 1,000 miles travel per month.....	900
Total	69,000

*Salaries include a 15% benefit package for full time employees.

**Other social service agencies will be invited to share the salary costs of the community aides, as they will work with all cooperating agencies, and not exclusively with the library.

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   Clearinghouse on Rural Education and Small Schools (CRESS)
   New Mexico State University
   Las Cruces, N. M. 88001

It has contributed greatly to the general ERIC abstracts which are deposited in microfiche at major universities and colleges. ERIC also has an extensive cumulative index to its abstracts. ERIC CRESS has also issued several bibliographies on Migrant Education in its broadest sense including reports of the Migrant Ministry, research reports on all aspects of the migrant. ERIC CRESS also has on file miscellaneous publications which are not listed in ERIC abstracts.

2. University of California, Berkeley. Institute of Governmental Studies. *Library*.

Extensive depository of California, Oregon, and Washington documents, and periodical articles on the migrant and seasonal farmworker. Excellent subject card index.

3. University of California, Berkeley. Giannini Foundation of Agricultural Economics. Library.

Extensive holdings of reports, articles, etc. on the migrant and seasonal farmworker. Excellent subject card index.

4. University of California, Berkeley. Library.
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These are other U. C., Berkeley libraries which have some holdings on the subject.

The Institute of Library Research, U. C. Berkeley assisted with a computer search of the ERIC files on library services to migrant and seasonal farmworkers. Nothing relevant was uncovered in four quarterly searches of the file. Reports that I found through manual

searching were on the services of social agencies, and other governmental and non-governmental groups for the migrant and seasonal farmworkers. I found no interpretivs studies or surveys of library services to migrant and seasonal farmworkers. When libraries are mentioned in passing the report mentions that the library distributed books in the camps, a very low priority service.

I do not present a comprehensive bibliography, but rather offer a selective reading list of books and reports I have found helpful in understanding the migrant and seasonal farmworker and his history. I also list selective government documents and other reports which I found useful in locating migrant farmworkers and shedding light on their problems.

GENERAL READING:

1. American Friends Service Committee. Child Labor in Agriculture, Summer, 1970: A special report. Philadelphia, 1971.

2. Coles, Robert. Migrants, Sharecroppers, Mountaineers. (Vol. II of Children of Crisis) Boston, Little, Brown, 1971.

3. Galarza, Ernesto. Merchants of Labor. McNally and Loftin, 1964.

The history of the bracero program which terminated in 1964. Braceros were contract farm laborors brought in from Mexico to work the farms, displacing native-American labor.

4. Galarza, Ernesto. Spiders in the House and Workers in the Field. Notre Dame, University of Notre Dame Press, 1970.

The history of the attempt to organize Di Gorgio Fruit Corporation from 1947 through 1968. Focuses on the use of power by agri-business to break unionization. Current relevancy.

5. London, Joan. So Shall Ye Reap: The Story of Cesar Chavez and the Farm Workers's Movement. New York, Thomas Crowell Co., 1970.

A well written history of the farmworker movement.

6. "Legal and Legislative Struggle of the Farmworker, 1965-1972." El Grito, Vol. VI, No. 2, Winter, 1972-1973. Issue editor: Octavio I. Romano. Compiler: Salvador Enrique Alvarez.

Based on El Malcriado, UFWU Newspaper, outlines the struggle for fair working conditions by the farmworker.

7. McWilliams, Carey. North From Mexico. New York, Monthly Review, 1961.

A history of farmworker migration. Historical background.

8. McWilliams, Carey. Factories in the Field. Santa Barbara, Peregrine Pub., 1971 c1939.

A history of agri-business and migratory farm labor in Calif.

9. Steinbeck, John.. Grapes of Wrath. New York, Viking Press, 1937.

10. Steinbeck, John. Of mice and men. New York, Viking Press, 1937.

Two great novels concerning the migrant farmworker in California. Great historical interest.

11. Taylor, Ronald B. Sweatshops in the Sun. Boston, Beacon Press, 1973.

A searing expose of the current exploitation of children of farm workers.

STATISTICAL ANALYSIS OF MIGRANTS NATIONALLY.

1. U.S. Department of Agriculture. Economic Research Serivce. The Hired Work Force of 1971, a statistical report. (Agricultural Economic Report. No. 222) Washington, D. C., U.S. Govt. Print. Off., 1972.

Latest available annual statistical survey of farm workers. Good national overview.

DIRECTORIES OF MIGRANT PROGRAMS AND SERVICES:

1. U.S. Office of Economic Opportunity. Migrant Division. OEO Programs for migrant and seasonal farm workers. 1972. Washington, D. C., Executive Systems Corporation.

Executive Systems Corporation under contract issues many reports as well as the above directory of Title IIIB Economic

Opportunity Act Projects. Its address is:

Executive Systems Corporation
1750 K St., N.W. . Suite 300
Washington, D. C. 20006

2. National Migrant Information Clearinghouse. Juarez Lincoln Center, 3001 So. Congress, Austin, Texas, 78704

This clearinghouse issues a variety of directories, as well as acting as a clearinghouse of information for Title IIIB and other migrant farmworker projects. Among the directories issued to date are:

Migrant Programs in Texas. January, 1973.
Migrant Programs in California. April, 1973.
Directory of Migrant Health Services in Selected States, May, 1973. .

The Juarez-Lincoln Center is part of Antioch College.

3. Migrant Health Referral Project, 1503 Guadalupe, Austin, Texas, 78701.

Co-issuer of "Directory of Migrant Health Services in Selected States, May, 1973."

NATIONAL ORGANIZATIONS SUPPORTING FARMWORKER MIGRANTS.

1. National Commitee on the Education of Migrant Children 145 East 32nd St., New York, N. Y., 10016

2. Migrant Legal Action. 1820 Massachusetts Ave, N. W., Washington, D. C., 20036

3. American Friends Service Committee. Farm Labor Project, 160 No. 15th St., Philadelphia, Pa., 19102.

4. Rural Housing Alliance. 1346 Connecticut Ave., N. W., Washington, D. C., 20036
Supports programs such as Self-Help Housing Projects.

5. United Farm Workers of America, AFL-CIO. Information Center. P.O. Box 62, Keene, California, 93531.

BACKGROUND INFORMATION BY STATE.

The sources referred to are not all inclusive but are those that I used or contacted and found most useful and helpful.

Washington.

Consulting Services Corporation. Migrant farmworkers in The State of Washington. Office of Economic Opportunity by Consulting Services Corporation, Seattle, Washington, 1966-1967. 4 volumes. The most comprehensive study made in any state of migrant farm labor and their needs.

Washington. Department of Health. Public Health Statistics Section. 1968 Migrants: Where and when; geographical and temporal distribution of migrant agricultural workers and their families in Washington. Olympia?, Washirgton, 1967. Includes maps by month showing migrant concentration.

Washington: Partial list of state agencies which issue reports on farmworker migrants.

Washington. Department of Health. Migrant Health Project.

Washington. Superintendent of Public Instruction. (Education programs for migrant children)

Farmworker organizations:

United Farmworkers Co-operative and Service Center, Toppenish, Washington. This organization in the Yakima Valley includes a consumer cooperative, a service center, legal services, and medical services. No relationship to the United Farmworkers Union.

Oregon.

Martinez, Frank. "Oregon's Chicanos Fight for Equality." Civil Rights Digest, Winter, 1972. p.17-22.

Current, Tom. ...And migrant problems demand attention: Final report, September, 1959. Salem, Oregon, Oregon State Bureau of Labor, 1959.

Infante, Dr. Mark Martinez. "We talked to the migrants ..." Preliminary report. Salem, Oregon, Oregon State Bureau of Labor, 1958. Preliminary report to No. 2.

Oregon. Governor's Task Force Report on Seasonal Agricultural Labor in Oregon. Salem, Oregon, 1969.

Oregon. Interagency Committee on Migratory Labor. Report 1965, Report 1966. Salem, Oregon.

Oregon: Partial list of agencies which issue reports of farmworker migrants.

Oregon. Board of Health. Oregon Migrant Health Project.

Oregon. Employment Service. Rural Manpower Division.

Oregon. Board of Education, Migrant Education Bureau.

Farmworker organizations and organizations supporting farmworker migrants.

Valley Migrant League. 5103 Portland Road, Salem, Oregon.

Migrant and Indian Coalition for Coordinated Child Care, Inc. Route 1, Box 423, Hood River, Oregon, 97031.

Idaho Migrant Council. 415 So. 8th St. Boise, Idaho. Covers south and west Idaho and Malheur County, Oregon.

Chicano Cultural Center. In care of: Valley Migrant League. 5103 Portland Road, Salem, Oregon.

California.

Barnes, Robert F. The California Migrant Farm Worker, His Family, and the Rural Community. U.C. Davis, Department of Applied Behavorial Sciences. Report No. RW-6, April, 1967. (Processed)

California. Legislature. Assembly. Committee on Agriculture. The California Farm Labor Force: A Profile. Sacramento, California, State Printing Office, 1969.

Fujimoto, Isao, comp. "Is this the Dream?" Accounts of Farm work in California's Agricultural Valley, 1967. U.C. Davis, Department of Applied Behavorial Sciences, Preliminary Edition, 1968.

Conference on families who follow the crops, 1st-5th. 1959-1967. California. Governor's Advisory Committee on Children and Youth. Sacramento. (Processed)

California: Partial list of agencies which issue reports on farmworker migrants.

California. Department of Human Resources. Rural Manpower Service.

California. Department of Education. Bureau of Community and Migrant Services.

Farmworker organizations, a partial list.

Greater California Education Project. Fresno, California.

Trabajadores Adelante, Inc. 383 First St., Gilroy, California, 95020

Self-Help Enterprises, 225 So. Bridge St., Visalia, California, 93277.

Farm Labor Secretary, American Friends Service Committee, 480 E. Front St., Farmersville, California, 93223.

Texas.

Texas Migrant Council. 400 E. Zapata, P.O. Box 642, Laredo, Texas, 78040.

Associated City-County Economic Development Corporation of Hidalgo County (Community Action Agency) 311 So. Closner, P.O. Box 1198, Edinburgh, Texas, 78539.

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ADDENDA

The most comprehensive study of migrant and seasonal farm labor to date was compiled over the years by the U.S. Senate. Committee on Labor and Public Welfare. Subcommittee on Migratory Labor. This subcommittee was not established in in the 93rd Congress. The latest comprehensive report of this subcommittee was issued in 1971.

U.S. Senate. Committee on Labor and Public Welfare. Subcommittee on Migratory Labor. Migrant and seasonal farmworker powerlessness: Hearings, 91st Congress, 1st and 2nd sessions, 1970-1971. Washington, D. C. U.S. Government Printing Office, 1971. Eight parts.